



Between Self-Efficacy and Speaking Anxiety: A Correlational Study in Non-English Department Students

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Abstract. Self-efficacy and speaking anxiety are viewed as influential factors in learning English for foreign language. In investigating these factors, the researchers are inspired to uncover the relationship between self-efficacy and speaking anxiety faced by non-English department students in STKIP Hamzar, North Lombok. Moreover, this study applied quantitative approach with correlational analysis. In conducting this researcher, 88 non-English department students were involved in this study. They were asked to fulfill two kinds of questionnaires (self-efficacy and speaking anxiety). Based on the result of the study, obtained by the correlation coefficient of - 0.642, it can be concluded that there is a high negative relationship between self-efficacy and speaking anxiety in non-English department students. In other words, the lower self-efficacy that students have, the higher speaking anxiety they faced.

Keywords: Self-efficacy, Speaking anxiety, Non-English department students

1. Introduction

English is used as lingua franca and is one of the most dominant languages in the world. It is also viewed the most dominant language in science and technology as well as international relations. People can access knowledge sources more broadly to increase economic competitiveness, social development, and national innovation are also increasingly open.

In the education system of a developing society, English language education is an important curriculum element because it is described as a fundamental tool that can lead to professional success [1]. A study revealed that English language skills have a significant relationship to student learning performance in class, learning strategies, student motivation [2]. The higher the students' English skills when they enter university, the better their performance at university [3]–[5]. In addition, someone who has good English skills will also have high psychological and physical career mobility [6]–[8].

In relation to the importance of being able to speak English, the fact is that in Curriculum 13, there is no English in the elementary curriculum and there is even a reduction in the portion of English in senior high schools or vocational schools from four to two hours of lessons. Currently, English is included in the structure of the *Kurikulum Merdeka* but only as an elective subject for two hours of study per week. However, according to research conducted by Kees do Bot revealed that the earlier a person learns English [9].

At the university level, especially for non-English students, the duration of learning English is also very minimal. The average English language learning for non-English students is once a week with a duration of 2 hours for 16 meetings. This duration must also be adapted to the existing teaching materials. In learning English, there are several components that need to be taught, namely language competence and language skills. Language competence consists of vocabulary and grammar, while language skills consist of listening, speaking, reading, and writing skills. Each component has its own learning difficulties [10]–[12].

Most non-English students experience reading anxiety during reading activities [13], [14]. also stated that English department students experience speaking anxiety [7]. In addition, research that listening is considered the most difficult English skill to learn [15].

In a nutshell, the experts have described anxiety in language learning in the classroom as “alarming” and they estimate that half of students in foreign language classes experience anxiety [16]–[18]. Language anxiety is a complex psychological phenomenon because it is influenced by many

factors [19]. One of them, according to anxiety is related to self-efficacy, namely a person's assessment of the ability he has to complete the task [20].

The concept of self-efficacy is actually the core of social cognitive theory which is put forward emphasizing the role of observational learning, social experience, and reciprocal determinism in personality development. [21], [22]. Self-efficacy is a person's belief in his ability to exercise some form of control over the person's own functions and events in the environment. Bandura also describes Self Efficacy as a determinant of how people feel, think, motivate themselves and behave [20]. Self-efficacy is one aspect of knowledge about the SAT or self in life, the one that is most pervasive in everyday life. This is due to the self-efficacy that is owned influences the individual in determining the actions to be taken to achieve a goal, including estimates of the various events that will be faced. Self-efficacy is the belief that one can master a situation and get a positive outcome [23].

Baron and Byrne define self-efficacy as a person's evaluation of his or her ability or competence to perform a task, achieve goals, and overcome obstacles. meet the demands of the situation [24]. Alwisol states that self-efficacy is one's own perception of how well oneself can function in certain situations, self-efficacy relates to the belief that one has the ability to perform the expected action. Self-efficacy according to Alwisol can be obtained, changed, increased or decreased, through one or a combination of four sources, namely the experience of mastering an achievement (performance accompany), vicarious experiences, social persuasion and emotional generation (emotional physiological states). Performance experience is an achievement that has been achieved in the past Vicarious experience is obtained through social models Social persuasion is a sense of trust in the persuasion giver, and the realistic nature of what is being persuaded. [25]. Schunk said that self-efficacy plays a very important role in influencing the effort made, how strong the effort is in predicting the success that will be achieved . This is in line with what Woolfolk stated that self-efficacy is a person's assessment of himself or the level of confidence about how much he is capable of doing a certain task to achieve certain results [19], [26].

Self-efficacy can lead to different behaviors among individuals with the same abilities because self-efficacy influences choices, goals, solutions to problems in trying Someone with self-efficacy believe that they are able to do something to change the events around them, whereas someone with low self-efficacy considers himself basically unable to do everything around him. In difficult situations, people with low efficacy tend to give up easily. While people with high self-efficacy will try harder to overcome existing challenges. The same thing was also expressed by Gist who showed evidence that feelings of self-efficacy play an important role in overcoming motivating workers to complete challenging work in relation to achieving certain goals.

Based on the description above, it can be concluded that self-efficacy is an individual's belief in his own ability in facing or completing a task, achieving goals, and overcoming obstacles to achieve a result in a particular situation. There are several studies which state that there is a relationship between self-efficacy and anxiety in speaking English. study shows that there is a strong correlation between anxiety about speaking English and self-efficacy [27]. The same thing was expressed by [26], [28], [29], and. However, according to Arnaiz and Guilen (2012) that women have higher anxiety than men in speaking English [30].

Also found that younger students have higher self-efficacy in speaking compared to older students [31]. However, found different things that younger students have higher anxiety than older students. Another found that non-native English speaking students had a higher level of anxiety than native English speaking students [32].

Nonetheless, research found that there was no relationship between self-efficacy and anxiety in speaking English [33]. Anxiety in speaking English is more influenced by factors other than self-efficacy such as the classroom atmosphere and the presence of the teacher. In addition, research with the title self-efficacy and anxiety in speaking English at STKIP Hamzar has never been carried out. So researchers are interested in knowing the relationship between self-efficacy and anxiety in speaking English at STKIP Hamzar.

2. Method

The research design in this study applied quantitative approach in the form of correlational study. Correlational study is utilized in measuring the degree of relationship among single group of subject [34]; [35], [36]. It is aimed at identifying the correlation between self-efficacy and speaking anxiety faced by Non-English department students in English class. In other words, the researcher wanted to identify whether self-efficacy is significantly correlated with speaking anxiety. In this study, the 88th semester students of non-English department were invited. All of them already took

English class when they were in semester II. This current research used two kinds of questionnaires to reveal the relationship of students' self-efficacy and speaking anxiety they faced in English class. The questionnaire of self-efficacy was adapted from consists of 15 items whereas the speaking anxiety questionnaire was justified and adapted from Horwitz, Horwitz and which contains 23 items[37, p. 19]. Both questionnaires demanded the students to choose the responses ranging from totally disagree (1), disagree (2), neutral (3), agree (4) or totally agree (5) based on their situation in speaking English.

As stated previously that that this study was conducted to examine the relationship of self-efficacy and speaking anxiety, the researcher applied the categorization of correlation coefficient (r) that proposed which could be seen in Table 1 below[38]:

Table 1. Category of Correlation Coefficient

Coefficient Interval	Meaning
0.00 – 0.19	Very low correlation
0.20 – 0.39	Low correlation
0.40 – 0.59	Medium correlation
0.60–0.79	High correlation
0.80 – 1.00	Very high/perfect correlation

3. Findings

The validity testing is used to find out whether the items that have been made can measure what it should measure. After conducting try out for the questionnaires, the researcher carried out a validity testing used SPSS 25 program for windows by focusing on its Corrected Total Item Correlation. If the validity value of each item is higher than the predetermined standard, then each item in the questionnaire is considered valid, which means that the measuring instrument has measured what it is intended to measure. Moreover, based on the result of validity testing through corrected item total correlation, it was found out that the two questionnaires is valid.

After conducting a validity testing, next step is reliability testing. Reliability testing for self-efficacy and speaking anxiety questionnaire was carried out through the coefficients Cronbach's Alpha with the help of the SPSS 17 program for windows, where a reliable measurement scale according to Guilford [23] can be seen from the alpha coefficient of 0.700 to 0.900[39]. The results of measurement of self-efficacy were 0.834 and 0.854 for speaking anxiety questionnaire. In other words, both of the questionnaires were considered reliable

In fulfilling the correlational analysis, testing assumption is necessary to conduct first. In this study, the researcher tested the normality testing. Normal distribution refers to the shape of sampling distribution systematically, not far from diagonal line, or not on scattered shape. A good data with normal distribution signifies that the distribution does not scattered on the left or on the right side.

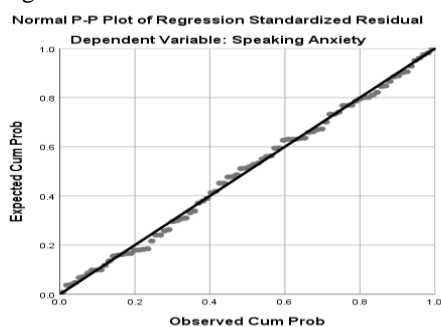


Figure 1. Diagram P Plot of Normality Testing

It is indicated that the data in this study that related to self-efficacy and speaking anxiety distribute normally. Moreover, the researcher also applied normality testing used One-Sample Kolmogrov Smirnov on self-efficacy and speaking anxiety questionnaire. If the significant value is above 0.05, the data is normally distributed. Based on the result, it was found out that the sig. value is 0.325 which is higher than 0.05. In other words, the data is normally distributed.

After all of the tests from validity, reliability and normality the last step identifying the relationship of the variables in his research. In revealing the relationship of students' self-efficacy and speaking anxiety, Pearson product-moment correlation was run using SPSS 25. The result can be seen in the following table:

Table 2. The Result of Correlational Analysis (Self-Efficacy and Speaking Anxiety)

Correlations			Self-Efficacy	Speaking Anxiety
Self-Efficacy	Pearson Correlation		1	-0.642**
	Sig. (2-tailed)			0.001
	N		88	88
Speaking Anxiety	Pearson Correlation		-0.642**	1
	Sig. (2-tailed)		0.001	
	N		88	88

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 2, the Sig. (2-tailed) value (0.001) < 0.05 indicates that there is a relationship between self-efficacy and speaking anxiety. Furthermore, according to the table proposed by Lodico et al. (2010), the r-value (-.642) argues that the category of its relationship belongs to high correlation. Moreover, the minus sign (-) on the r-value can be interpreted to have a negative or inverse relationship of self-efficacy and speaking anxiety. In other words, the higher self-efficacy the students have, the lower speaking anxiety they faced.

In addition, since the researcher performed the correlation analysis using SPSS, the sign of (*) for 1-tailed and sign (**) for 2-tailed could be used to know whether there is a significant relationship between the two variables. Based on the table, there is a sign (**) in the last rows means the there is a significant relationship between Self-eficacy and speaking anxiety . Hence, it can be concluded that there is high negative relationship between self-efficacy and speaking anxiety of non-English department students.

4. Discussion

Bringing the issues related to English language teaching, it is important to highlight students' affective aspects as well as cognitive factors on learning target language. Therefore, the recent study was conducted to shed some light on the relationship between self-efficacy and speaking anxiety. By doing this research, the researcher who also as the educator can realize and aware of how their students perceive their anxiety in learning English and how the students cope with their problems in speaking activity. Furthermore, this insight can help the teacher to adjust the learning process in order to make the students engage in the learning without high tension.

From the results of this study, variables self efficacy affect speaking anxiety in non-English department students, the same as what was stated anxiety is related to self-efficacy[20]. That way, the language learners who performed high self-efficacy will have low speaking anxiety, and vice versa.

This shows that there is a relationship between self-efficacy with speaking anxiety in university students students. students with a high level of self-confidence will be able to deal with unpleasant situations or stressful situations and believe that later will be successful in dealing with these

situations. In accordance with the opinion who put forward aspects of self efficacy that is efficacy expectancy, which is the expectation of the emergence of behavior or performance that is influenced by individual perceptions of their performance abilities related to results[20], [27]. Self efficacy in students causes them to have feeling of being able to face presentations in front of the class so that he can suppress the anxiety that is felt in dealing with communication in public.

This happens because there is self-confidence in students so that students do not doubt their abilities. The feeling of confidence courage the students to speak in public without any hesitate. Students who have high self efficacy can carry out their duties and responsibilities well and can convey what they want to convey without experiencing anxiety disorders. On the other hand, for those who have lack of self efficacy do not have confidence in their abilities and think that the efforts made will fail so that the feeling of pressure that will increase. In line with speaking anxiety is not caused by individual incompetence, but is often caused by negative thoughts. Therefore to overcome someone faced speaking anxiety can be done by changing his belief in his ability[28].

Anxiety that occurs in primary school teacher education department students before and during presentations due to lack of preparation, confusion in conveying words and feelings of fear of being wrong when explaining the material presented and unpleasant experiences. These conditions are also supported, that individual personal circumstances, unpleasant experiences, and social support can affect individual anxiety, meanwhile low self-efficacy was caused due to the lack of readiness and feelings of doubt when having presentation [40].

5. Conclusion

Based on the result of study and analysis with SPSS 25, it was found out that the correlation between self-efficacy and speaking anxiety has high negative correlation with the value of coefficient correlation -0.642 ($r=-0.642$). It means, the result indicated that there is high correlation in but in the opposite direction since the result of correlation analysis obtained has minus sign (-) before the value[36]. In a nut sell, the lower self-efficacy the non-English department students have, the higher speaking anxiety they faced in English class.

6. References

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